# MBI Team Time Implementation Workbook

## Winter 2015

## Session IV

Montana
Office of Public Instruction
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# Classroom Effective Practices Planning Checklist
### Adapted from Missouri SW-PBS

| Practice | Goal | Date Team PD | Date Staff PD | Evidence of implementation Yes/No | Resource |
|---|---|---|---|---|---|
| **Classroom Expectations and Rules** | Rules are identified in each classroom and meet the following criteria: Observable, Measurable, Positively Stated, Understandable, and Always Applicable | | | | Expectations and Rules Module<br><br>Fact Sheet<br><br>Rule Writing Example<br>Rule Writing Activity<br><br>Classroom Rules Survey |
| | Rules are posted big, bold and beautiful in each classroom | | | | |
| | Lessons are developed to teach classroom rules | | | | |
| | Rules are regularly referred to by staff when interacting with students (positive and corrective) | | | | |
| | A teaching schedule that includes classroom rule lessons is developed | | | | |
| | All staff receives feedback on their development and implementation of classroom rules | | | | |
| **Classroom Procedures/ Routines** | Essential classroom procedures are identified and developed | | | | Procedures/ Routines Module<br><br>Fact Sheet<br><br>Procedures/ Routines Worksheet |
| | Essential procedures are taught in each classroom | | | | |
| | Procedures are prominently posted in student-friendly language to provide a visual cue | | | | |
| | All staff receives feedback on development and use of classroom procedures | | | | |
| **Classroom Acknowledge Appropriate Behavior** | All staff receive training on free and frequent, intermittent, and strong/long-term positive feedback in classroom settings | | | | Strategies to Acknowledge Appropriate Behavior Module |
| | A system of free and frequent positive feedback is developed in each classroom | | | | |

| Practice | Goal | Date Team PD | Date Staff PD | Evidence of implementation Yes/No | Resource |
|---|---|---|---|---|---|
| | A system of intermittent positive feedback is developed in each classroom | | | | Fact Sheet |
| | A system of strong and long-term positive feedback is developed in each classroom | | | | Classroom Continuum of Acknowledgement Strategies Worksheet |
| Classroom Response Strategies / Error Correction | All staff receives training on a classroom continuum of corrective feedback | | | | Response Strategies and Error Correction Module |
| | All staff regularly refers to the classroom continuum of corrective feedback when responding to misbehavior | | | | Fact Sheet |
| | All staff receives feedback on their use of corrective response strategies | | | | Classroom Continuum of Response Strategies |
| | | | | | School-wide Continuum of Response Strategies |
| Active Supervision | All staff receives training for use in the three components of Active Supervision in the classroom: moving, scanning and interacting frequently | | | | Active Supervision Module |
| | All staff regularly demonstrates techniques of Active Supervision in all classroom settings | | | | Fact Sheet |
| | All staff consistently uses language from the MBI expectation matrix during interactions with students | | | | Components of Active Supervision Classroom Practice Handout |
| | All staff receives feedback on their use of Active Supervision techniques in classroom settings | | | | |

| Practice | Goal | Date Team PD | Date Staff PD | Evidence of implementation Yes/No | Resource |
|---|---|---|---|---|---|
| Opportunities to Respond | All staff receives training in the use and benefits of providing multiple opportunities for students to respond | | | | Opportunities to Respond Module<br><br>Fact Sheet<br><br>Active Participation Strategies |
| | All staff regularly offers high rates of response opportunities during instructional periods | | | | |
| | All staff receives feedback on their rate and use of a variety of response strategies | | | | |
| Activity Sequencing & Offering Choice | All staff receives training in the use of two activity sequencing strategies: task interspersal and behavioral momentum | | | | Activity Sequence & Offering Choice Module<br><br>Fact Sheet<br><br>Using Sequencing in Your Classroom Worksheet<br><br>Offering Choices Example<br><br>A Menu of Choices |
| | All staff receives training in the use and benefits of offering choice to address work completion | | | | |
| | All staff receives feedback on their use of activity sequencing strategies in classroom settings | | | | |
| | All staff receives feedback on their use of offering choice in classroom settings | | | | |
| Academic Success Task Difficulty | All staff receives training in the use of 6 strategies of addressing task difficulty | | | | Academic Success & Task Difficulty Module<br><br>Fact Sheet<br><br>Addressing Task Difficulty in Your Classroom Worksheet |
| | All staff can select the strategy that addresses a student's specific challenge | | | | |
| | All staff receives feedback on their use of strategies to address task difficulty in classroom settings | | | | |

Notes:                                          4

# Effective Classroom Practice
## Classroom Expectations and Rules
## Mini-Module Fact Sheet

A dependable system of rules and procedures provides structure for students and helps them be engaged with instructional tasks. (Brophy, 1998)

• Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement. (Evertson & Emery, 1982; Johnson, Stoner & Green, 1996)

• Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority. (Good & Brophy, 2000)

• Use of expectations and rules provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards.

To enhance the effectiveness of classroom rules, 5 guidelines need to be considered.

| Guideline: | This Means: | Example: | Non-Example: |
|---|---|---|---|
| Observable | I can see it. | Raise hand and wait to be called on. | Be your best. |
| Measurable | I can count it. | Bring materials. | Be ready to learn. |
| Positively Stated | I tell students what TO do. | Hands and feet to self. | No fighting. |
| Understandable | The vocabulary is appropriate for age/grade level I teach. | Hands and feet to self. | Rule for K-1:<br>Maintain personal space.<br><br>*Children of this age do not have a concept of "personal space." |
| Always Applicable | I am able to consistently enforce. | Stay in assigned area. | Remain seated until given permission to leave.<br><br>*This would not be applicable when students are working on certain types of group projects. |

Other Considerations:
- Students can play a role in formulating classroom rules.
- Display rules prominently so they are easily seen and referred to by teacher and students.
- The teacher models and reinforces classroom rules consistently.
- Classroom rules should be easily monitored.

# Rules Writing Activity
## Classroom Rules Worksheet Example (Handout 1)

| Problem Behavior in Your Classroom | Replacement Behaviors (What you want Students to do instead?) |
|---|---|
| 1. Students talk out during discussions. | 1. Raise hand to talk during discussions. |
| 2. Students don't hand in complete work. | 2. Hand in complete work. |
| 3. Students are tardy. | 3. Be on time to class … in seat ready to start when bell rings. |
| 4. Students don't have their stuff. | 4. Bring all materials and equipment to class. |
| 5. Students cuss. | 5. Use appropriate language with students and adults. |
| 6. Push each other when lining up. | 6. Walk and keep hands & feet to self. |

| School-wide Expectations | Classroom Rules (From the Replacement Behaviors above) | Observable? | Measureable? | Positive? | Understandable? | Applicable? |
|---|---|---|---|---|---|---|
| **Safe** | 1. Walk | | | | | |
| | 2. Keep body to self. | | | | | |
| | 3. | | | | | |
| | 4. | | | | | |
| **Respectful** | 1. Raise hand to talk during discussions. | | | | | |
| | 2. Use appropriate language with students and adults. | | | | | |
| | 3. | | | | | |
| | 4. | | | | | |
| **Responsible** | 1. Turn in complete work. | | | | | |
| | 2. Be on time to class. | | | | | |
| | 3. Bring all materials and equipment to class. | | | | | |
| | 4. | | | | | |
| | 1. | | | | | |
| | 2. | | | | | |
| | 3. | | | | | |
| | 4. | | | | | |

# Rules Writing Activity
## Classroom Rules Worksheet (Handout 2)

| Problem Behavior in Your Classroom | Replacement Behaviors (What you want Students to do instead?) |
|---|---|
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| | |

| School-wide Expectations | Classroom Rules (From the Replacement Behaviors above) | Observable? | Measureable? | Positive? | Understandable? | Applicable? |
|---|---|---|---|---|---|---|
| | 1. | | | | | |
| | 2. | | | | | |
| | 3. | | | | | |
| | 4. | | | | | |
| | 1. | | | | | |
| | 2. | | | | | |
| | 3. | | | | | |
| | 4. | | | | | |
| | 1. | | | | | |
| | 2. | | | | | |
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| | 1. | | | | | |
| | 2. | | | | | |
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| | 4. | | | | | |
| | 1. | | | | | |
| | 2. | | | | | |
| | 3. | | | | | |
| | 4. | | | | | |

# Classroom Rules Survey (Handout 3)

Teacher: _____   Date of Survey: _____

Directions: Complete the matrix below or attach a copy of your classroom matrix.

Review each rule and determine if each meets the following guidelines:

**O**–Observable  **M**-Measureable  **P**-Positively Stated  **U**-Understandable  **A**-Always Applicable

Then answer questions 1 – 6 on the second page.

| Expectation | Classroom Rule | O | M | P | U | A |
|---|---|---|---|---|---|---|
| | | | | | | |
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1. Do the rules you've developed address the problem behaviors you currently have in your classroom?

2. Are these rules posted in your classroom?

3. How are the rules taught in your classroom?

4. When are the rules taught in your classroom?

5. Are the students fluent in following the rules? (80 % or more of the students follow the rules 80% or more of the time?)

6. How do you assess or keep track of the students' fluency?

# Effective Classroom Practice
## Classroom Procedures & Routines
## Mini-Module Fact Sheet

- Effective teaching includes teaching functional procedures and routines to students at the beginning of the year and using these routines to efficiently move through the school day (Leinhardt, Weidman, & Hammond, 1987).
- As students become more familiar with classroom procedures and routines, additional instructional formats and more challenging work can be incorporated (Evertson, Emmer & Worsham, 2003; Good & Brophy, 2003).
- Clear procedures, taught and consistently enforced, are the most critical tool to create a functional and productive learning environment (Good & Brophy).
- Classroom procedures are patterns for accomplishing classroom tasks. Procedures form routines that help the students meet the expectations stated in the rules. Both rules and routines must be taught, practiced and consistently enforced to be effective in the classroom. It is important that procedures be written in succinct terminology, positively stated, in age-appropriate terms (Newcomer, 2007).

When developing procedures, keep "Why, what, when, where, who, and how" in mind:

WHY is this procedure needed?

WHAT is the procedure?

WHAT are the steps for successful completion of the procedure?

WHEN will the procedure be taught?

WHEN will the procedure be practiced?

WHERE is this procedure needed?

WHO needs to be taught this procedure?

WHO will teach this procedure?

HOW will you recognize procedure compliance?

| Procedure & Routine Examples | |
| --- | --- |
| Elementary | Secondary |
| •During Lessons | •Class Discussion |
| –Sit in a learning position. | –Prepare for discussion by reading the required assignment in advance. |
| –Raise your hand for a turn to talk if you have a question or if you need help. | –Wait until the other person is finished speaking before you talk. |
| –Wait for the teacher to come to you. | |
| –Finish all of your work . | –Stay on topic. |
| –Read your book if you finish your work early. | –Respect other's opinions and contributions. |
| –Take restroom or water breaks during independent time. | –Use appropriate expressions of disagreement. |

# Classroom Procedures & Routines Self-Assessment (Handout 1)

1. What is your attention signal? When do you use it?

2. What is the procedure/routine for entering/exiting the classroom?

3. What is the procedure/routine for personal belongings (e.g., hats, coats)?

4. What is the procedure/routine for obtaining materials/supplies?

5. What is the procedure/routine for the start of class?

6. What is the procedure/routine to gain assistance?

7. What is the procedure/routine for working in groups?

8. What is the procedure/routine for working independently?

9. What is the procedure/routine for meeting personal needs (e.g., restroom)?

10. What is the procedure/routine for turning in homework?

11. What is the procedure/routine for making up missed work?

List any problematic transitions in your class that could be improved by designing and teaching procedures/routines.

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# Classroom Routines Matrix

| Routine | What do you expect? | What is the signal? | How will you teach it? |
|---------|---------------------|---------------------|------------------------|
|         |                     |                     |                        |
|         |                     |                     |                        |
|         |                     |                     |                        |
|         |                     |                     |                        |

What is a PROCESS to use with your faculty to define and share effective examples?

# Map School-wide Rules and Expectations to
# Classroom Routines

| School Rule | Be Safe | Be Respectful | Be Responsible |
|---|---|---|---|
| Expected Student Behaviors | Walk facing forward<br>Keep hands, feet and objects to self<br>Get adult help for accidents & spills<br>Use all equipment & materials appropriately | Use kind words & actions<br>Wait for your turn<br>Clean up after self<br>Follow adult directions<br>Be silent at attention signal | Follow school rules<br>Remind others to follow school rules<br>Take proper care of all personal belongings and school equipment<br>Be honest<br>Follow game rules |
| **Classroom Routines** | | | |
| Starting the day | Put personal belongings in designated areas<br>Turn in homework<br>Put instructional materials in desks<br>Sharpen pencils & gather necessary material for class<br>Be seated & begin bell ringer | | |
| Entering the classroom | Enter the room quietly<br>Use a conversational or "inside voice"<br>Keep hands, feet, objects to self<br>Walk<br>Move directly to desk or assigned area<br>Begin bell ringer quietly | | |
| Working independently | Select area to work<br>Have materials ready<br>Work with O voice<br>Raise hand to ask for help<br>Keep working or wait quietly for assistance when the teacher is helping someone else<br>Move quietly around the room when necessary<br>Put materials away when finished | | |
| Asking for help | Always try by yourself first<br>Use the classroom signal for getting assistance<br>Keep working if you can or wait quietly<br>Remember the teacher has other students that may also need help | | |

Adapted from Anne Todd (2000) from Colvin & Lazar, 1997.  The Effective Elementary Classroom. Sopris West.

# Effective Classroom Practice
## Strategies to Acknowledge Appropriate Behavior
## Mini-Module Fact Sheet

**Research Indicates Effective Acknowledgment:**

1. Can increase…

   –On-task behavior

   –Correct responses, work productivity and accuracy

   –Attention and compliance

   –Cooperative play

2. Foster intrinsic motivation to learn that comes from mastering tasks.

3. Have vicarious effect with benefits that may be long lasting.

**Classroom Continuum of Acknowledgement Strategies Include:**

1. Free and Frequent Acknowledgement

–Use everyday in the classroom

2. Intermittent Acknowledgement

–Awarded occasionally

3. Strong and Long-Term Acknowledgement

–Quarterly or year-long types of recognition

| Effective Acknowledgement Strategies Are… | |
| --- | --- |
| Clear and specific | Provided frequently for new skills |
| Contingent on desired behavior | Gradually faded as skill develops |
| Applied immediately | Avoid comparison or competition |
| Teacher initiated | Meaningful and appropriate for age |
| Focus on improvement and effort | Include hierarchy of alternatives |

(Conroy, Sutherland, Snyder, Al-Hendawi & Vo, 2009)

*MU Center for PBS & MO SWPBS Classroom Practices Mini-Module: Strategies to Acknowledge Appropriate Behavior Fact Sheet*

## Continuum of Classroom Strategies (Handout 1)

1. Clear and specific        2. Related to rules        3. Natural and logical

|  | Name | Description & Criteria | When & Where Presented | Goals | Celebrations | Coordinator |
|---|---|---|---|---|---|---|
| **Free and Frequent** |  |  |  |  |  |  |
| **Intermittent** |  |  |  |  |  |  |
| **Strong and Long Term** |  |  |  |  |  |  |

# Effective Classroom Practice
## Response Strategies & Error Correction
## Mini-Module Fact Sheet

•Clearly stating expectations and consistently enforcing them **lends credibility to a teacher's authority** (Good & Brophy, 2000)

•Teachers who **respond consistently** feel positive about their teaching and help students improve their performance (Freiberg, Stein & Huan, 1995)

•Teachers should focus on increasing positive behavior and interactions by **consistently enforcing expectations** (Shores, Gunter & Jack, 1993)

•When teachers are inconsistent in their enforcement of expectations, students become uncertain of what those expectations are and that the expectations apply to them (Evertson, Emmer & Worsham, 2003)

•"The single most commonly used, but *least effective,* method for addressing undesirable behavior is to verbally scold and berate a student" (Albetro & Troutman, 2006).

| Classroom Continuum of Response | |
| 1. Calm   2. Consistent   3. Brief   4. Specific   5. Immediate   6. Respectful | |
| --- | --- |
|  | Words/Actions an Adult Can Use. |
| Prompt | Provide verbal and/or visual cue. |
| Redirect | Restate the matrix behavior. |
| Re-teach | State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback. |
| Provide Choice | Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. |
| Conference | Describe the problem.  Describe the alternative behavior.  Tell why the alternative is better.  Practice.  Provide feedback. |

*MU Center for PBS & MO SWPBS Classroom Practices Mini-Module:  Response Strategies & Error Correction Fact Sheet*

# Classroom Continuum of Response:
## Respectful Redirect/Error Correction
## Student Scenarios (Handout 2)

**Example 1:**
The class is working on an independent assignment.  Students are working well except for two who are talking.  The teacher says very firmly, "You are supposed to be working by yourself; there shouldn't be any talking."  One student mumbles under his breath, and the teacher writes his name on the board.  The student then curses at the teacher.

**Example 2:**
A student is out of his seat, walking around the room.  The teacher tells him to sit down and do his work.  The student says he needs to get something.  The teacher says sit down or he will be in trouble.  The student keeps walking around the room.

**Example 3:**
Sarah says she is not going to do her work because it is boring.  The teacher says, so all can hear, "Sarah, you need to do the work now or you will stay in at recess to do it."  Sarah pushes her materials to the floor.

**Example 4:**
Billy is muttering and fidgeting and is on the verge of tears.  The teacher goes to him, puts his hand on Billy's shoulder and says calmly, "I see you are upset.  Can I help you?"  Billy begins to sob, and the teacher stands beside him and helps him start his work.

**Example 5**:

Ms. Sutton, a second grade teacher, reads about time-out.  She decided that she would use it to teach Aaron not to hit other students.  She did not have access to a time-out room, but concluded that putting Aaron in the hall outside the classroom would be just as good.  The next time Aaron hit someone, Ms. Sutton told him, "Aaron, you hit somebody.  You have to go to time-out."  She sat him in a chair in the hall and went back to teaching reading.  At the end of the period, about an hour later, Ms. Sutton went to get him.  Aaron came back in the room and hit Elaine before he even got to his seat.

**Example 6**:

Judy was a student in Mr. Medlock's eighth-grade class.  Whenever Mr. Medlock told Judy to do something, she argued with him.  Mr. Medlock found himself having conversations like this:

"Judy, get to work."

"I am working, Mr. Medlock."

"No you're not.  You're wasting time."

"I'm getting ready to work."

"I don't want you to get ready.  I want you to do it."

"How do you expect me to work if I don't get ready?"

# School-wide Continuum of Response (Handout 3)
## 1. Stops Misbehavior    2. Re-teaches Appropriate Behavior

| SW Response/Continuum: | Mechanism for Re-teaching: |
|---|---|
|  |  |
|  |  |
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|  |  |
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# Effective Classroom Practice
## Active Supervision
## Mini-Module Fact Sheet

There is a relationship between the number of supervisor-to-student interactions and the instances of problem behavior (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008)

*Active Supervision…*
- Has a positive impact on student behavior in a variety of settings—including classroom
- May reduce incidents of minor problem behavior
- May lead to increases in student engagement

Active supervision is a monitoring procedure that uses 3 components (DePry & Sugai, 2002)
1. Moving Effectively
   - Constant
        Make presence known and obvious
        Proximity to all students
        More frequent proximity to noncompliant students
   - Randomized
   - Targets Problem Areas

2. Scanning Effectively
   - All students observed on a regular basis
   - Make eye contact with students in more distant locations of the room
   - Look and listen for signs of a problem

3. Interacting Frequently
   - Positive contacts
        Friendly, helpful, open demeanor
        Proactive, non-contingent
        High rate of delivery
   - Positive reinforcement
        Immediate and contingent on behavior
        Delivered at high rates and consistently
   - Corrective response
        Non-argumentative, non-critical
        Specific to behavior
        Systematic = correct, model, practice, reinforce
   - Deliver consequence
        Neutral, businesslike demeanor
        Fair, non-arbitrary

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"The goal of effective classroom management is not creating "perfect" children, but providing the _perfect environment_ for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior."
(Sprick, Knight, Reinke & McKale, 2006, p. 185)

## References

Colvin, G.  (2009).  *Managing noncompliance and defiance in the classroom:  A road map for teachers, specialists, and behavior support teams.*  Thousand Oaks, CA:  Corwin Press.

De Pry, R. L., & Sugai, G. (2002). The effect of active supervision and precorrection on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education*, 11, 255-267.

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D. & Sugai, G.  (2008).  Evidence-based practices in classroom management:  Considerations for Research to practice.  *Education and Treatment of Children*, 31(3), pp. 351-380.

Sprague, J. & Golly, A.  (2005).  *Best behavior:  Building positive behavior support in schools.*  Longmont, CO:  Sopris West Educational Services.

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## Components of Active Supervision: Identifying Examples (Handout 1)

**Moving** = constant, randomized, targets problem areas

**Scanning** = observe all students, make eye contact, look and listen

**Interacting Frequently** = positive contact, positive reinforcement, corrective response, deliver consequence

_**Directions:**_  _Read the following scenario in which the classroom teacher uses active supervision techniques.  Underline each example of active supervision.  On the lines below list which component of active supervision was used in each example.  See if you can find them all!_

"The teacher, Ms. Hailey, directed the class to finish writing a paragraph by themselves.  She then moved slowly down the aisles looking from side to side quietly acknowledging the students for starting quickly.  She stood beside Enrico for a moment, as he usually does not do well with independent work, and praised him for getting started.  Ms. Hailey then stopped, turned around, and watched the front half of the class.  She continued to loop around the class, checking students' work and making compliments here and there." (Colvin, 2009, p.46)

1. _____
   _____

2. _____
   _____

3. _____
   _____

4. _____
   _____

5. _____
   _____

6. _____
   _____

7. _____
   _____

## Active Supervision: Interacting Frequently (Handout 2)

**1. Positive Contact  2. Positive Reinforcement  3. Corrective Response  4. Deliver Consequence**

<u>**Directions:**</u>  **Read the following student scenarios.  Determine which type of interaction is appropriate for each situation. Then using the attached example matrix, or your school's expectation and rule language, write a comment that is appropriate for each situation.**

1.  Lily did not like to switch from using the computer to going to her history group.  She often pouted, put her head down, and refused to leave.  On this occasion when the teacher asked her to finish up on the computer and go to her history group, Lily ended the activity, pushed her chair in, and went to her group in a reasonable amount of time.

2.  The students are finishing up a project.  When they finish, they are expected to put their project in the teacher's basket, select a book from the shelf, and read quietly.  Gerald moved to the shelf and started perusing books.  The teacher acknowledges the students who had turned in their projects and had begun their reading.  Gerald persisted with thumbing through books on the bookshelf.

3.  Roseanne becomes argumentative and noncompliant during independent work time in math.

4.  The students are on a break, and the teacher announces that the break is over and requests that they move to their desks and get ready for math.  The class responds as requested, except for Michelle, who begins to wander the room.  The teacher acknowledges the students who have moved to their desk and are ready for math.  Michelle is still wandering the room.  The teacher says, quietly but loud enough for Michelle to hear, "Michelle, math time," and points to her desk.  Michelle circles a little more and goes to her desk.

5.  Students are entering the classroom.

## Active Supervision: Classroom Practices (Handout 3)

| Classroom Setting | Current Practice | Enhanced with Active Supervision |
|---|---|---|
| 1. Whole Group Instruction | | |
| 2. Small Group Instruction | | |
| 3. Independent Work Time | | |
| 4. Transition Times | | |
| 5. Classroom Arrival & Dismissal Times | | |

**Directions:**

Make a list of problem areas or times in your classroom.

Next to each time or location listed, record how use of movement, scanning or interacting might prevent or redirect problem behaviors.

1. _____

    _____

2. _____

    _____

3. _____

    _____

4. _____

    _____

5. _____

    _____

# Effective Classroom Practice
## Multiple Opportunities to Respond
## Mini-Module Fact Sheet

**Definition:**   An instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke & McKale 2006).

**Why Provide Multiple Opportunities for Students to Respond?**
- Increases student engagement with instruction

- Allows for high rates of positive, specific feedback

- Limits student time for engaging in inappropriate behavior

- Is an efficient use of instructional time

- Associated with improved reading and math performance

(Heward, 1994; Carnine, 1976; Skinner, Smith & McLean, 1994; Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997)

**Guidelines:**
- When introducing new material, the goal is 4-6 responses per minute with 80% accuracy

- When presenting practice work, the goal is 9-12 responses per minute with 90% accuracy

    (CEC, 1987; Gunter, Hummel & Venn, 1998)

**Strategies for Increasing Student Opportunity for Response:**
A.  Track students being called on
    a.  Use a seating chart
    b.  Draw students' names from a jar

B.  Guided Notes
    a.  Teacher-prepared handouts that outline or map lectures
    b.  As the lecture progresses, the learner then fills in the spaces with content

C.  Response Cards
    a.  Preprinted cards: Yes/No, True/False, Agree/Disagree
    b.  Preprinted cards with multiple answers: letters, numbers, parts of speech, etc.
    c.  Write-On cards: 9X12 response cards and dry-erase markers
    d.  Back side of recycled paper

D.  Computer-Assisted Instruction          27

E.  Class-wide Peer Tutoring

F.  Direct Instruction

## References

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# How Many Opportunities to Respond?   (Handout 1)

1. **Read the following vignette.**

2. **Determine how many opportunities to respond were provided to students during the instructional period.**

3. **Identify whether each opportunity was an individual or group response.**

_____

Shortly after science class started, the teacher announced, "We have a small block of ice and the same sized block of butter.  Tell your neighbor which one would melt first."  A few seconds later the teacher said, "Please write down in one sentence an explanation for your answer."  A few minutes later, the teacher told students to share with their neighbor what they had written.  Shortly thereafter, the teacher called on one student to tell the class her answer. The teacher then asked the class to raise their hand if they agreed with this answer.  Then the teacher asked students to give a thumbs down if anyone disagreed, and so on. (Colvin, 2009, p. 48)

# TRUE

---

# FALSE

# OPPORTUNITIES TO RESPOND
## USING RESPONSE CARDS (Handout 3)


NAME:_____ DATE: _____

LEARNING TARGET/OBJECTIVE OF LESSON TO TEACH:


DESCRIPTION OF RESPONSE CARD:


RESPONSE CARD ROUTINE: What are the procedures you want students to follow as they use the response cards?


DATE I WILL <u>TEACH AND PRACTICE</u> THE RESPONSE CARD ROUTINES:


OTHER NOTES TO HELP ME SUCCESSFULLY USE RESPONSE CARDS:

# OPPORTUNITIES TO RESPOND
## USING RESPONSE CARDS
### Elementary Example    (Handout 4)

NAME: _Mrs. Jones_                                         DATE: _February 10, 2009_

LEARNING TARGET/OBJECTIVE OF LESSON TO TEACH: _Students will spell 15 target words with 90% accuracy._

DESCRIPTION OF RESPONSE CARD:  _9 X 11 White board_

RESPONSE CARD ROUTINE: What are the procedures you want students to follow as they use the response cards?

- _Give each student a baggie with white boards, marker and paper towel. Take everything out of baggie, place baggie in the center of the table, white board, marker and towel on table in front of student._
- _Cue students to listen: "Eyes on me."_
- _Task: "Spell the word _____.  (State a sentence with word in it.)  Spell _____."_
- _Students write the target word on white board and keep board on table._
- _When I say, "Cards up," students will show cards, holding cards with two hands._
- _Give feedback about their answers, their spelling and writing and how they held the cards._
- _Record the number of students who spelled each word correctly._
- _Cue to prepare for the next word: "Cards down and erase. Put cards on table and eyes on me."_
- _Repeat routine for all words._
- _At end of word list, ask students to put all materials in their baggie and put in basket in middle of table._

DATE I WILL <u>TEACH AND PRACTICE</u> THE RESPONSE CARD ROUTINE:   _February 16, 2009_

OTHER NOTES TO HELP ME SUCCESSFULLY USE RESPONSE CARDS:

# OPPORTUNITIES TO RESPOND
# USING RESPONSE CARDS
## Secondary Example (Handout 5)

NAME: *Mr. Smith* DATE: *January 23, 2009*

LEARNING TARGET/OBJECTIVE OF LESSON TO TEACH: *Students will review for test on causes and contributing factors of the civil war with 90% accuracy.*

DESCRIPTION OF RESPONSE CARD: *true/false laminated cards, 8X11*

RESPONSE CARD ROUTINE: What are the procedures you want students to follow as they use the response cards?

- *Give each student a response card*
- *Cue students to listen: "The question is ..." and state the question.*
- *Students choose their answer (5 seconds of wait time).*
- *When I say, "Show your answer," students will show cards, holding cards with two hands.*
- *Give feedback about their answers.*
- *Record the number of students who answered each question correctly.*
- *Cue to prepare for the next word: "Put your cards down."*
- *Repeat routine for all questions.*
- *At end of review, ask students to pass their cards to the front of the room, pass to the right and student puts on my desk.*

DATE I WILL <u>TEACH AND PRACTICE</u> THE RESPONSE CARD ROUTINE: *January 30, 2009*

OTHER NOTES TO HELP ME SUCCESSFULLY USE RESPONSE CARDS:

*Use last year's chapter 4 test to generate true/false questions.*

# Effective Classroom Practice
## Activity Sequencing and Offering Choice
## Mini-Module Fact Sheet

**According to research, use of these strategies is associated with:**
- Increases in student engagement with learning and task performance
- Decreases in disruptive behavior
- High rates of positive, specific feedback
- Improved student perception of and preference for assignments students consider difficult
- More positive student–teacher relationships

1.  **Activity Sequencing** (Kern & Clemens, 2007)
    - Thinking about and altering the manner in which instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages appropriate behavior.

    - For some students presenting difficult tasks back-to-back often sets the occasion for frustration, failure and problem behavior. Varying the sequence of tasks may not be necessary for average students, **but can be very important for students who are at-risk for learning or behavior concerns** (Darch & Kame'enui, 2004).

        Task Interspersal =
        Intermingle easy/brief problems among longer or more difficult tasks

        Behavioral Momentum =
        Deliver 3 to 4 simple requests prior to a difficult assignment

2.  **Offering Choice** (Kern & State, 2009)
    - Teachers can allow choice for…

        The *type* of activity or task to be completed
        The *order* in which tasks will be completed
        The *kinds of materials* students will use to complete an assignment
        *Who* students will work with
        *Place* students will work and
        *Use of time* before, during or after an activity or assignment

    - Steps for using choice in the classroom (Kern & State, 2009, p. 5)
        1. Create a menu of choices you would be willing to provide to students.
        2. Look through your choice menu before planning each lesson.

3. Decide what types of choice are appropriate and where they fit best in the lesson.
4. Provide choices as planned while teaching the lesson.
5. Solicit student feedback and input.

- Remember … Every lesson does not have to include all of the choices on your list, but if each lesson you teach provides at least one opportunity for choice, students are likely to benefit.

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MO SW-PBS & MU Center for PBIS Classroom Practices Mini-Module: Activity Sequencing & Offering Choice Fact Sheet. 2.8.10

# Effective Classroom Practice
## Activity Sequencing (Handout 1)

*Activity Sequencing Definition:*

Thinking about and altering the manner in which instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages appropriate behavior.

*Strategies for Use:*

1. Task Interspersal:  Intermingle easy/brief problems among longer or more difficult tasks

2. Behavioral Momentum:  Deliver 3 to 4 simple requests prior to a difficult assignment

---

*Example 1 =* Michael does not like to read, so when he has to read he puts his head on his desk and closes his eyes.  His teacher, on this occasion, reads to him for a couple of minutes and asks him just to follow along, engaging his attention.  Next she asks him to read with her, which he does, and then he is asked to read every other sentence on his own.  He continues to read and the teacher praises him.
Classwide Strategy:

*Example 2 =* Emily is an average math student, but when she is given more difficult problems she works for awhile, then quits and refuses teacher help.  She has already mastered multiplication with 1 digit and 2-digit numbers.  To help Emily the teacher arranges her work to include *a mix* of 3 digit, 2 digit and 1-digit problems.  The assignment includes more 2 and 1-digit problems than 3-digit examples.  When she finishes a series of problems Emily is asked to raise her hand.  The teacher praises Emily for effort and completion.  This series is repeated and the teacher increases the number of harder problems, checking to see that Emily is successful each time.  Eventually Emily is able to complete a full series of the 3-digit problems with accuracy (Colvin, 2009, p. 53).
Classwide Strategy:

# Effective Classroom Practice: Activity Sequencing (Handout 2)

| Using Sequence in Your Classroom | |
|---|---|
| List several of the activities students complete in your class: | Identify ways you could use sequencing in each activity: |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | 37 |

# Effective Classroom Practice

Offering Choice Example (Handout 3)

## Before the Lesson

Based on prior observations and interactions with his students, Mr. Franklin knew that they enjoyed hands-on experiments, and activities that relate to their everyday lives. He also knew of students who loved using technology rather than paper and pencil tasks.

Mr. Franklin considered his resources (available computers, physical space, staff and time) and developed his lesson accordingly. At the onset of a lesson on recycling, Mr. Franklin presented students with a choice of two different activities: a) develop a recycling survey or b) plan a recycling program. He had students vote on what activity they wanted to pursue that day. Students then divided into two groups according to their preference

## During the Lesson

Mr. Franklin made the content relevant to students by giving them the option of writing a recycling plan for their classroom or neighborhood, developing their own questions for the survey or browsing the Internet to search for other surveys available to use as an example. He further allowed students to select whether they would work in groups, pairs, or individually. After the students decided on the activity and their working formation, Mr. Franklin encouraged them to choose the manner of completion and materials they would use. For example, students could handwrite the survey/recycling plan on recycled paper or type it on the computer.

## At the End of the Lesson

Later, students were asked to select one take-home project from a list of choices to be completed by the end of the unit: create and monitor a compost pile, develop a resource notebook of local recycling units or write a persuasive speech to promote recycling programs in the school or community. Finally, Mr. Franklin asked students to anonymously write on a piece of paper what parts of the lesson they enjoyed most and why. He wanted to use student feedback for future lesson planning.

**Effective Classroom Practice: Offering Choice** (Handout 4)

| A Menu of Choice Options | |
|---|---|
| **Type of task:** | |
| **Order of tasks:** | |
| **Kinds of materials:** | |
| **Whom to work with:** | |
| **Place to work:** | |
| **Choice of how to use time:** | |

**Effective Classroom Practice**
**Academic Success and Task Difficulty**
**Mini-Module Fact Sheet**

**1. Will the student be able to complete the entire assignment in the allotted amount of time if the work is broken into parts?**

If yes, use one of the "Change the Amount of Work" strategies.
- Put fewer problems on a worksheet.

- Highlight, in a color, the problems for the student to complete.

- Have the student cover all tasks except the one he/she is working on at the time.

- Break up the assignments into chunks.

**2. Will the student require more time to complete the entire assignment?**

If yes, use one of the "Change the Amount of Time" strategies.
- Have shorter work periods with other assignments in between.

- Provide physical breaks between difficult tasks.

- Provide alternative times for students to complete their work.

**3. Can the student respond orally to the assignment but cannot correctly respond to the assignment or assessment due to difficulties with written language?**

If yes, use one of the "Change Student Output" strategies.
- Provide student choice between oral and written answers.

- Allow students to dictate answers to teacher, paraprofessional or peer.

- Allow student to tape record answers to tests or assignments.

- Allow students to use video or take pictures to produce journals or compose essays.

**4.  Will the student be able to complete the assignment if the level of demand of reading is reduced?**

If yes, use one of the "Reduce Demand of the Task" Strategies.
- Include illustrations on worksheets describing how to complete tasks.

- Highlight and underline important words in instructions and texts.

- Create Guided Notes that highlight key points.

- Permit students to use outlining software to facilitate planning.


**5.  Will the student be able to complete tasks such as rapid solutions to math facts, reading sight words, fluent reading, learning vocabulary, definitions, content facts, and completing study guides if they have increased practice time?**

If yes, use one of the "Peer Support" strategies.
- The academic tasks required should be well-structured and the responses required should

  be simple rather than complex.

- Different students should be involved with the tutoring so the student with problems is

  not always the one being tutored.

- Establish and teach procedures for peer tutoring sessions.


**6.  Will the student be able to complete tasks that are more complex if they have increased guided practice?**

If yes, use "Scaffolded Instruction."
- The teacher models how to perform a new or difficult task.

- Second, the teacher and students work together to perform the task.

- Third, students work with a partner or a small cooperative group to complete the task.

- Fourth, the student independently completes the task.

# Effective Classroom Practice
Academic Success & Task Difficulty Example Vignettes (Handout 2)

**Vignette 1:** On the first day of a new unit the teacher, Mr. Bridges, gives the students a brief overview of the topic. To pique their interest, Mr. Bridges tells the students about some fun projects and activities, then he briefly describes the many different posters, pictures, and models of the topic that are displayed around the room. Mr. Bridges encourages the students to explore these materials during their free time. Mr. Bridges then guides the students through the textbook to look at pictures and topic headings. This helps the students gain an understanding of where their learning will take them. They especially get excited about the videos he describes. Each time the students are directed to take notes with the reading, two students in a class of 26 talk out and frequently get out of seat. Mr. Bridges decides to assess the students' writing and determines that the two students who do not engage in note-taking are significantly below their peers.

What strategy should Mr. Bridges use to address task difficulty?

---

**Vignette 2:** Tracy listens attentively to instruction and participates in class discussion. She usually completes the first problem of each assignment, then she talks to peers who sit near her or she repeatedly gets up to sharpen her pencil or obtain other things in the classroom. The teacher quietly reminds Tracy to return to work at her desk. Tracy returns to her desk and asks for assistance to complete the second problem. After she completes the second problem, she stops working and begins to talk or walk.

What strategy should be used to address task difficulty for Tracy?

---

**Vignette 3:** Dalton sits quietly, but does not complete his work during writing activities. His reading skills are at grade level. He is able to accurately retell what he has read and can orally answer all comprehension questions. When he is directed to write his answers to the comprehension questions, he writes very slowly, then stops writing and puts his head down on his desk.

What strategy should be used to address task difficulty for Dalton?

---

# Effective Classroom Practice: Academic Success & Task Difficulty (Handout 3)

## Addressing Task Difficulty in Your Classroom

| List several of the activities students complete in your class: | Identify ways you could address task difficulty in each activity: |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| | |

This document is intended to serve several related purposes. Overall the materials are a guide for administrators and educators as they conduct walk-throughs within instructional environments. The more specific purposes are outlined below.

First, it identifies a set of 8 essential classroom instructional practices supported through research that are related to academic and social/behavioral achievement. The 8 should be actively included in district and school professional development so that all personnel understand what they are and how they should be implemented.

They are:
1. Define classroom rules, align them to school-wide expectations, teach the rules, and acknowledge rule following
2. Define classroom outlines, teach routines, and acknowledge routine following
3. Develop continuum of strategies to acknowledge appropriate behavior:
    a. Establish minimum ratio of 4:1 positive specific feedback (adult attention)
    b. Provide positive specific feedback consistently to reinforce student's use of academic skills, classroom rules and procedures
4. Develop a continuum of strategies for responding to inappropriate behavior:
    a. Prompt (identify error)
    b. Re-teach (expectation/rule/concept)
    c. Provide choice (where, when, how work is done)
5. Employ active supervision (move, scan, interact)
6. Provide multiple opportunities to respond (OTR)
7. Use activity sequence (Scaffolding)
8. Assure academic success/task difficulty is matched to student ability

The second purpose of the document is to provide a set of sequential observation tools for administrators. These tools are based on the 8 essential classroom practices and may be used as a package or individually. These are the Artifacts/Materials Walk Through, Brief Observation and In-depth Observation.

The features in the Artifacts and/or Materials Walk Through may be completed during non-instructional or instructional time. The practices are related to documents and artifacts which can be collected and reviewed at anytime.

The practices in the Walk Through/Brief Observation Forms require direct observation during instructional times. They provide the observer with an opportunity to record what is observed during approximately 5 - 10 minutes of direct observation.

Page 49 is a tool to conduct a more in-depth observation of a specific practice by frequency. Page 50 provides an example of this tool. Page 51 is a tool to conduct a more in-depth observation of a specific practice by time. Page 52 provides an example of this tool. These observations would be conducted once a specific practice has been selected by the appropriate person for further observation.

The third purpose of this document is to provide a set of tools that are utilized to support school personnel in improving their awareness of and fluency in using the 8 practices. The document is not intended as a means to formally evaluate school personnel. Effective walk throughs are associated with shared reflection and identification of desired areas of improvement and professional growth. Pages 53, 54 and 55 provide a set of instructor self-assessment tools. These tools may be used as: 1. an instructor-selected method for self-improvement, or 2. a peer mentor, peer coach format.

Key term descriptions are provided on pages 56, 57, and 58 to guide professional development and instruction related to effective social/behavioral instruction that is aligned with academic outcomes.

Adapted from Missouri PBIS, December 2010.

## ARTIFACTS AND/OR MATERIALS WALK THROUGH

School: _____ Classroom Observed: _____

Observer: _____

Date: _____/_____/_____       Time In: _____       Time Out: _____

*Note: Words in **bold** are defined in **"Key Term Descriptors"***

### RULES PROVIDE CLEAR MEANING OF EXPECTATIONS IN THE CLASSROOM

|  | Yes | No | N/A |
|---|---|---|---|
| Align with School-wide **Expectations** (i.e., Be Safe, Be Respectful, Be Responsible) |  |  |  |
| **Rules** are observable, measurable, and positively stated |  |  |  |
| Prominently posted in classroom/instructional space |  |  |  |
| 5 or fewer for each School-wide **Expectations** |  |  |  |
| Lessons to teach Classroom **Rules** have been developed (Elementary, 6th and 9th grade orientation/academy) |  |  |  |
| Teaching or review schedule of Classroom **Rules** lessons is developed |  |  |  |

### PROCEDURE/ROUTINES TO TEACH AND REINFORCE EXPECTATIONS

|  | Yes | No | N/A |
|---|---|---|---|
| Align with **Rules** |  |  |  |
| Prominently posted in appropriate Classroom Area(s) |  |  |  |
| Stated in **Observable, Measurable, Positively Stated** language |  |  |  |
| Classroom schedule posted |  |  |  |

Comments:

# WALK THROUGH OR BRIEF OBSERVATION
## Procedures/Routines to Teach and Reinforce Expectations

School: _____ Classroom Observed: _____

Observer: _____

Date: _____/_____/_____          Time In: _____          Time Out: _____

*Note: Words in **bold** are defined in **"Key Term Descriptors"***

| 1 = somewhat<br>2 = moderate<br>3 = extensive | 1 | 2 | 3 | N/A | Majority of Students Follow Routine/Procedure |
|---|---|---|---|---|---|
| Posted classroom schedule is followed | | | | | |
| **Procedures/Routines** directly observed: | | | | | |
| • Entering<br>• Exiting<br>• Lining up<br>• Whole group<br>• Small group<br>• Instructor Used Attention Signal<br>• Transitions | | | | | |
| Physical space facilitates ease of movement and traffic flow | | | | | |
| Materials organized and accessible | | | | | |
| Students were participating in the assigned task or activity | | | | | |

Comments:

# WALK THROUGH OR BRIEF OBSERVATION
## Strategies to Enhance Academic and/or Social/Behavior Instruction

School: _____ Classroom Observed: _____

Observer: _____

Date: ____/____/____          Time In: _____          Time Out: _____

Note: Words in **bold** are defined in **"Key Term Descriptors"**

| Strategy Used<br>1 = somewhat<br>2 = moderate<br>3 = extensive | 1 | 2 | 3 | N/A | Majority of Students Responded |
|---|---|---|---|---|---|
| **Pre-correct:** Reminder of **Classroom Procedure/Routine** | | | | | |
| **Pre-correct:** Reminder of **Classroom Rule** | | | | | |
| Class begins promptly | | | | | |
| Students **Actively Engaged**/minimal down time | | | | | |
| Classroom **Procedures/Routines/Rules** Actively Taught | | | | | |
| **Active Supervision** (move, scan, interact) | | | | | |
| **Positive, Specific Feedback** | | | | | |
| Respectful **Redirect/Error Correction**<br>• **Prompt** (identify error)<br>• **Re-teach** (skill, rule, routine, procedure)<br>• **Reinforce** (state when error corrected) | | | | | |
| **Provide Choices** (where, when, how work is done) | | | | | |
| Multiple **Opportunities to Respond**<br>(i.e., group choral response, students volunteer, written) | | | | | |
| **Task Difficulty** aligns with student(s) ability | | | | | |
| **Activity/Task Sequence** clearly stated and demonstrated | | | | | |
| **Positive Feedback** (Adult Attention) Ratio 4:1 | | | | | |
| A **Continuum of Corrective Feedback** is clearly defined and utilized | | | | | |

Comments

# CLASSROOM OBSERVATION BY FREQUENCY

School: _____ Classroom Observed: _____

Observer: _____

Date: ____/____/____          Time In: _____          Time Out: _____

**Instructions:** Conduct a direct 20-minute observation of at least one instructional strategy related to academic and/or behavioral instruction from the Brief Observational list. Complete a Frequency count to record the number of times within the 10 to 20-minute period that the identified strategy is observed.

| Strategy: | Frequency: | Comments: |
|---|---|---|
|  |  |  |

Other Comments:

# CLASSROOM OBSERVATION EXAMPLE
## BY FREQUENCY

School: <u>Best Montana School</u>: Classroom Observed:  <u>Mr. Wonderful 7th English</u>
Observer: <u>Mr. Principal</u>_____
Date: <u>9/21/13</u>                                     Time In: <u>10:30</u>    Time Out: <u>10:50</u>

**Instructions:** Conduct a direct 20-minute observation of at least one instructional strategy related to academic and/or behavioral instruction from the Brief Observational list. Complete a Frequency count to record the number of times within the 10 to 20-minute period that the identified strategy is observed.

| Strategy: Positive Feedback Ratio | Frequency: | Comments: |
|---|---|---|
| - Specific Positive Feedback<br><br>- Negative Feedback | IIIIIIIIII = 10<br><br><br><br>IIIIIIIIIIIIII = 14 | Positive: Negative Ratio = 10/24 |

<u>Other Comments</u>: The recommended Positive Feedback Ratio is a minimum of 4:1. It is suggested that the instructor practice increasing the number of times he uses specific positive feedback and recording it himself.

It is recommended that this observation be repeated at an agreed upon time between the observed and observer.

# CLASSROOM OBSERVATION
## BY TIME

School: _____ Classroom Observed: _____

Observer: _____

Date: _____/_____/_____          Time In: _____     Time Out: _____

**Instructions:** Conduct a direct 20-minute observation of at least one instructional strategy related to academic and/or behavioral instruction from the Brief Observational list. Complete a Frequency count to record the number of times within the 10 to 20-minute period that the identified strategy is observed.

Circle or underline each minute of the observation period that the Strategy occurred.

| Strategy: | Recorded by Minutes Circled or Underlined: | Comments: |
|---|---|---|
| | 1      11<br>2      12<br>3      13<br>4      14<br>5      15<br>6      16<br>7      17<br>8      18<br>9      19<br>10     20 | |

Other Comments:

# CLASSROOM OBSERVATION EXAMPLE
## BY TIME

School: Best Montana School: Classroom Observed: Ms. Wonderful Kindergarten
Observer: Mr. Principal_____
Date: 9/21/13                    Time In: 10:30    Time Out: 10:50


**Instructions:** Conduct a direct 20-minute observation of at least one instructional strategy related to academic and/or behavioral instruction from the Brief Observational list. Complete a Frequency count to record the number of times within the 10 to 20-minute period that the identified strategy is observed.

Circle or underline each minute of the observation period that the Strategy occurred.

| **Strategy**: Students actively engaged – little down time | **Recorded by Minutes Circled or Underlined:** | **Comments:** |
|---|---|---|
| Amount of time students were engaged | 1        11<br>2        12<br>3        13<br>4        14<br>5        15<br>6        16<br>7        17<br>8        18<br>9        19<br>10       20 | Most of the students were engaged (on task or listening to instructions) 12 minutes. Most of the students were not engaged (off task) 8 minutes. During the 8 minutes students were observed to be out of their seats, talking to neighbor, and/or doing something other than assigned task. |

Other Comments: Ms. Wonderful was either actively instructing or actively supervising (move, scan, interact) the assigned task during the 12 minutes the students were on task.

## TEACHER SELF-ASSESSMENT TOOL
## Research-based Classroom Practices Related to Academic and Social/Behavioral Instruction

*Note: Words in **bold** are defined in **"Key Term Descriptors"***

## RULES PROVIDE CLEAR MEANING OF EXPECTATIONS IN THE CLASSROOM

|  | Yes | No | In Progress |
|---|---|---|---|
| My classroom rules align with school-wide **expectations** (i.e., Be Safe, Be Respectful, Be Responsible) |  |  |  |
| My classroom **rules** are observable, measurable, and positively stated |  |  |  |
| My classroom **rules** are prominently posted in classroom/instructional space |  |  |  |
| I have 5 or fewer rules for each school-wide **expectation** |  |  |  |
| Lessons to teach classroom **rules** have been developed (Elementary, 6th and 9th grade orientation/academy) |  |  |  |
| Teaching or review schedule of classroom **rules** lessons is developed |  |  |  |

Comments:

# PROCEDURE/ROUTINES TO TEACH AND REINFORCE EXPECTATIONS

Note: Words in **bold** are defined in **"Key Term Descriptors"**

| | Yes | No | In Progress |
|---|---|---|---|
| My classroom **procedures** and routines align with **rules** | | | |
| My classroom **procedures** and routines are prominently posted in appropriate classroom area(s) | | | |
| My classroom procedures and routines are stated in **observable, measurable, positively stated** language | | | |
| My classroom schedule is posted | | | |
| I follow my posted classroom schedule | | | |
| I have procedures and routines for:<br>• Entering<br>• Exiting<br>• Lining Up<br>• Whole group<br>• Small group<br>• Instructor used attention signal<br>• Transitions | | | |
| My classroom arrangement of the physical space facilitates ease of movement and traffic flow | | | |
| My classroom materials are organized and accessible | | | |
| All students participate in the assigned activity or task | | | |

Comments:

## STRATEGIES TO ENHANCE ACADEMIC AND/OR SOCIAL/BEHAVIOR INSTRUCTION

Note: Words in **bold** are defined in **"Key Term Descriptors"**

|  | Yes | Target for Improvement |
|---|---|---|
| I consistently provide **pre-corrections to** remind students of classroom **rules** |  |  |
| I consistently provide **pre-corrections** to remind students of classroom procedure/routines |  |  |
| My class begins promptly |  |  |
| My students are consistently actively engaged (on task) with minimal down time |  |  |
| My classroom **procedures/routines/rules** are actively taught |  |  |
| I **actively supervise** my students through movement, scanning and interaction |  |  |
| I provide my students with **positive, specific feedback** |  |  |
| I provide my students with respectful redirect/error correction<br>• I **prompt** (identify error)<br>• I **re-teach** (skill, rule, routine, procedure)<br>• I **reinforce** (state when error corrected) |  |  |
| I provide my students with **choices** (where, when, how work is done) |  |  |
| My lessons include **multiple opportunities to respond** (i.e., group choral response, students volunteer, written) |  |  |
| I plan for **task difficulty** that aligns with student(s) ability |  |  |
| Each **activity/task sequence** is clearly stated and demonstrated |  |  |
| I provide **positive feedback** at a 4:1 ratio |  |  |
| I use a clearly defined **continuum of strategies for responding to inappropriate behavior** |  |  |

Comments:

# KEY TERM DESCRIPTIONS

1. **Expectations** and **Rules**
   a. **Expectations** are outcomes
   b. **Rules** are the specific criteria for meeting **expectations**
   c. **Rules** identify and define the concepts of acceptable behavior
   d. Use of **expectations** and **rules** provides a guideline for students to meet certain standards
   e. **Expectations** are positively stated to indicate what is to be done (i.e., Be Respectful, Be Responsible, Be Safe)

2. **Procedures** and Routines
   a. **Procedures** explain the accepted process for carrying out a specific activity, such as walking in the hallway, using lockers, sharpening pencils, attending an assembly, going to the restroom.
      i. Classroom **procedures** are patterns for accomplishing classroom tasks.
      ii. **Procedure**s form routines when the patterns are consistently utilized.

3. Behavior
   a. Any observable action (i.e., doing assignment, sitting in chair, listening, asking a question, lining up)

4. **Observable** and **Measurable**
   a. **Observable** = can be seen, heard, smelled, felt (i.e., the behavior occurred every 3 minutes)
   b. **Measurable** = can be counted, compared (i.e., how much, how often, how long?)

5. **Positive Specific Feedback**
   a. Identifies what has been done correctly in a timely manner
      i. Behavior example: "Thank you, John, for following the procedure for being seated and ready to learn on time."
      ii. ii. Academic example: "That is correct, Ann. You followed the steps to calculate the correct answer."

6. **Multiple Opportunities to Respond**
   a. Instructional talk – Short presentations followed by opportunities for students to actively respond. Presentations should comprise 40-50% of the instructional period.
   b. Positive Prompts – Directed requests for students to respond, thereby actively involving them in the lesson content.

c. Wait Time – Instructor provides enough time between the directive or question to allow students to process and respond. This varies according to the complexity of the material and student ability levels.

7. **Activity Sequences and Offering Choice**
   a. **Activity Sequence** – Interspersing easy and brief tasks or requests with longer and/or more difficult ones. Examples could include: asking students to follow several brief and simple requests just prior to asking them to comply with a more difficult one; varying types of tasks and activities to potentially increase interest; or varying easier and more challenging tasks within a lesson.
   b. **Offering Choice** – Allowing students to make choices within a set of choices predetermined by the instructor. Some examples could include:
      (1)   students select the order in which to complete tasks or requests
      (2)   what materials to use
      (3)   whether to work alone or with a group
      (4)   environment in which to work on task (classroom, library, hallway, etc.)

8. **Active Supervision**
   a. The instructor actively moves about the classroom space, continually scans the classroom, and frequently interacts with the students.

9. **Continuum of Strategies for Responding to Inappropriate Behavior**
   a. Should be Calm, Consistent, Brief, Specific, Immediate, Respectful
   b. Suggested order of actions:
      i.   Prompt – provide a verbal and/or visual cue
      ii.   Redirect – restate the expected behavior
      iii.   Re-teach – state and demonstrate the expected behavior, have the student demonstrate, and provide immediate feedback
      iv.   Provide Choice – complete in another location, complete in a different order, use alternate supplies, etc.
      v.   Conference – Positive and private. Describe the problem, describe alternative, tell why alternative is better, student practices with you, provide feedback
      vi.   Refer to another location (time out, buddy room, office, counselor)

10. **Academic Success/Task Difficulty**
    a. The academic task fits the student(s) level of ability. Guided practice should allow the student to achieve at approximately an 80% success level. Independent practice should occur when the student is able to achieve at approximately a 90% level. If these levels are not attainable, re-teaching should occur.

11. **Pre-correct**
    a. A reminder or cue immediately preceding a task, **routine** or **procedure** which has been previously taught but that the teacher anticipates students are more likely to make errors in performing. This can be particularly useful during transitions or routines that are less structured.
    b. Examples:
        i. "John, could you please show the class how we line up before going to lunch?"
        ii. "Mary, what is the procedure for asking for help during group time?"
        iii. Instructor waits outside the door before class and reminds students to be in their seats before the bell rings
        iv. Instructor reminds students of cell phone usage rule before beginning class

# MBI Classroom Self-Assessment

Adapted from Tim Lewis Tier 2 Classroom Self-Assessment 052611

**Purpose of Self-Assessment:** This self-assessment will give teachers the opportunity to determine the extent to which effective classroom management practices are in place and develop a personal action plan for enhancement/maintenance, as well as determine school-wide goals for the staff to work on as a whole.

1. Have teachers complete the first two pages of the MBI Classroom Self-Assessment.

2. Calculate a Summary Score by counting the number of checked boxes and recording that number on the bottom of page 2.

3. On page 3, have teachers list up to three Classroom Effective Practices to enhance or maintain in their classrooms and write Action Steps necessary to accomplish the task.

4. Circulate the Summary for Improvement among teachers. Have teachers anonymously enter their Summary Score and the Classroom Effective Practices they have identified for improvement. (Additional rows may need to be added to accommodate all staff.)

5. The MBI Team uses the Summary for Improvement to select up to three Classroom Effective Practices for the entire school to focus on for improvement.

The Classroom Self-Assessment should be completed at the end of staff training on the Classroom Effective Practices. Each year have staff complete in the fall or spring for purposes of personal evaluation and planning with an intentional focus and boosters for entire staff as part of professional development.

# MBI Classroom Self-Assessment

**Tier One - Classroom:** All Staff Consistently Implement Classroom Effective Practices to Provide a Predictable and Safe Learning Environment for All Students.

| Classroom Effective Practices | Staff Expectations to Support Student Behavior |
|---|---|
| 1. Classroom Expectations and Rules | ☐ I have created and posted **school-wide expectations and classroom rules** aligned with school-wide expectations. <br><br> ☐ The classroom rules meet the following criteria: Observable, Measurable, Positively Stated, Understandable and Always Applicable. <br><br> ☐ I have developed lessons and a teaching schedule for the school-wide expectations and classroom rules. <br><br> ☐ Most of my students can state the school-wide expectations and classroom rules. <br><br> ☐ I regularly refer to rules when interacting with students (positive and negative). |
| 2. Classroom Procedures and Routines | ☐ I have identified and developed essential **classroom procedures**. <br><br> ☐ I have created and prominently posted procedures in student friendly language to provide a visual cue. <br><br> ☐ I have taught and given students frequent specific performance feedback on classroom procedures and routines. <br><br> ☐ Students follow established classroom procedures and routines. <br><br> ☐ I receive feedback on my use of **classroom procedures and routines**. |
| 3. Acknowledge Appropriate Behavior – Provide Positive Specific Performance Feedback | ☐ I have a system for providing and tracking **positive feedback** in my classroom. <br><br> ☐ I use a variety of strategies to give positive specific performance feedback, including free and frequent, intermittent, and strong, long-term positive acknowledgements. <br><br> ☐ I provide positive specific performance feedback at a ratio of (at least) 4:1. <br><br> ☐ Students can verbalize how they receive **acknowledgement for appropriate behavior**. |
| 4. Response Strategies and Error Correction | ☐ I have a system of **corrective response strategies** in my classroom. <br><br> ☐ I demonstrate calm, consistent, brief, immediate and respectful error corrections using professional teaching tone and demeanor. <br><br> ☐ I use a variety of classroom response strategies (prompt, redirect, reteach, provide choice and conference with students). <br><br> ☐ I receive feedback on my use of **corrective responses strategies**. |
| 5. Active Supervision | ☐ I have designed the classroom to allow for ease of movement and enhance **Active Supervision**. <br><br> ☐ I continually monitor all areas of the room by scanning, moving and interacting frequently and strategically. |

| | | |
|---|---|---|
| | ☐ | When designing a lesson, I consider student groupings, location and activity level. |
| | ☐ | I provide positive contact, positive and corrective feedback while moving around the room consistently using language from the MBI expectations matrix during interactions with students. |
| | ☐ | I receive feedback on my use of **active supervision techniques**. |
| 6. Multiple Opportunities to Respond | ☐ | I use a variety of strategies to increase student **Opportunities to Respond** (i.e., think-pair-share, turn and talk, guided notes, response cards). |
| | ☐ | I use a strategy to track the frequency of students' responses. |
| | ☐ | I use wait time to increase student opportunity for metacognition before responding. |
| | ☐ | I plan instructional questions and response methods prior to the lesson to offer high rates of response opportunities during the lesson. |
| | ☐ | I receive feedback on my rate and use of variety of **response strategies**. |
| 7. Activity Sequence and Offering Choice | ☐ | I **Sequence Tasks** by intermingling easy/brief tasks with longer or more difficult tasks (task interspersal) and delivering 3 to 4 simple requests prior to a difficult assignment (behavioral momentum). |
| | ☐ | When designing a lesson, I consider the pace, sequence and level of task difficulty to promote each student's success. |
| | ☐ | I consider a variety of elements when offering students **Choice** (order, materials, partner, location, type of task) for work completion. |
| | ☐ | I develop and use a menu of options to promote student choice (i.e., work stations, demonstration of knowledge). |
| | ☐ | I receive feedback on my use of **activity sequencing strategies and offering choice** in my classroom. |
| 8. Academic Success and Task Difficulty | ☐ | Independent work consists of 70-85% known elements (instructional level) and Reading tasks consist of 93-97% (independent). |
| | ☐ | I use a variety of strategies to modify daily tasks to **Scaffold the Student to Success,** including change amount of work, time, student output, reduce reading/writing demand, peer support and scaffolding. |
| | ☐ | I select the strategy that best addresses a student's specific challenge. |
| | ☐ | I provide positive specific performance feedback at a ratio of (at least) 4:1. |
| | ☐ | I scaffold tasks by modeling, providing guided practice and chunking multi-step directions and activities. |
| | ☐ | I receive feedback on my use of strategies to **address task difficulty** in my classroom. |

Summary Score: _____/39

# MBI Classroom Action Plan

Adapted from Sugai, Colvin, Horner, Lewis-Palmer PBIS.org

(1) Teachers use this form to indicate classroom action steps to address up to three Effective Practices for enhancement/maintenance in their classrooms.  (2) MBI Team uses this form to identify the three Effective Practices for the school staff to work on as determined from the Summary for Improvement .

| Effective Classroom Practice | Action Steps | Due Dates |
|---|---|---|
| #_____ | a. | |
| | b. | |
| | c. | |
| | d. | |
| | e. | |
| #_____ | a. | |
| | b. | |
| | c. | |
| | d. | |
| | e. | |
| #_____ | a. | |
| | b. | |
| | c. | |
| | d. | |
| | e. | |

# Summary for Improvement

Circulate this sheet and ask teachers to (a) indicate their classroom self-assessment score, and (b) list up to three Effective Practices for classroom improvement from their action plan.

Produce a mean score for the school, and have the staff define one or two effective practices for focus that would be of greatest value for the whole school.

Define dates in fall and/or spring when you will repeat this exercise and reassess.

| Classroom | Classroom Self-Assessment Score | First Effective Practice | Second Effective Practice | Third Effective Practice |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
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| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| MEAN | | | | |

## Additional Resources

In addition to the following handouts, you can find more resources on the OPI/MBI web site at under Training Materials for Session IV.

# Top 17 Classroom Management Strategies that should be emphasized in every classroom

| Strategy | Description |
|---|---|
| **1.**<br>**Increase ratio of positive to negative teacher to student interactions** | • **At least 4 to 1**<br>• **Positive interaction every 5 minutes**<br>• **Follow correction for rule violation with positive reinforcement for rule following** |
| **2.**<br>**Actively Supervise at all times** | • **Move continuously**<br>• **Scan continuously & overtly**<br>• **Interact frequently & positively**<br>• **Positively reinforce rule following behaviors** |
| **3.**<br>**Positively interact with most students during lesson** | • **Physical, verbal, visual contact**<br>• **Group v individual**<br>• **Instructional & social** |
| **4.**<br>**Manage minor (low intensity/frequency) problem behaviors positively & quickly** | • **Signal occurrence**<br>• **State correct response**<br>• **Ask student to restate/show**<br>• **Disengage quickly & early** |
| **5.**<br>**Follow school procedures for chronic problem behaviors** | • **Be consistent & business-like**<br>• **Pre-correct for next occurrence** |
| **6.**<br>**Conduct smooth & efficient transitions between activities** | • **Taught routine**<br>• **Engage students immediately** |

| Strategy | Description |
|---|---|
| **7.**<br>**Be prepared for activity** | • **Prepare filler activities**<br>• **Know desired outcome**<br>• **Have materials**<br>• **Practice presentation fluency** |
| **8.**<br>**Begin with clear explanations of outcomes/objective** | • **Advance organizer**<br>• **Point of reference** |
| **9.**<br>**Allocate most time to instruction** | • **Fill day with instructional activities**<br>• **Maximize teacher led engagement** |
| **10.**<br>**Engage students in active responding** | • **Write**<br>• **Verbalize**<br>• **Participate** |
| **11.**<br>**Give each student multiple ways to actively respond** | • **Individual v choral responses**<br>• **Written v gestures**<br>• **Peer-based** |
| **12.**<br>**Regularly check for student understanding** | • **Questions**<br>• **Affirmative gestures**<br>• **Written action** |
| **13.**<br>**End Activity with specific feedback** | • **Academic v social**<br>• **Individual v group** |
| **14.**<br>**Provide specific information about what happens next** | • **Homework**<br>• **New activity**<br>• **Next meeting** |
| **15.**<br>**Know how many students met the objective/outcomes** | • **Oral**<br>• **Written**<br>• **Sample** |
| **16.**<br>**Provide extra time/assistance for unsuccessful students** | • **More practice**<br>• **More instruction** |
| **17.**<br>**Plan for next time activity conducted** | • **Firm up outcome**<br>• **New outcome**<br>• **Test** |

MU-PBS, Tim Lewis

# *Effective Teaching Strategies*

- There are high rates of engaged time
- There are high rates of student success
- Teacher maintains student attention
- There are smooth and effective transitions
  - & teach rules about transition
  - & pre-corrects & advanced organizers
- Clear group rules
  - & stated positively
  - & stated succinctly
  - & stated in observable terms
  - & made public
  - & enforced
  - & small number
  - & taught
- Positive climate
  - & communicate expectations for achievement
  - & safe, orderly, and focused environment for work
  - & smooth group prevention management strategies
- Rapid pacing
- Frequent questioning
- Appropriate feedback given to students
  - & always provide immediate feedback in the acquisition phase
  - & always provide precise feedback
  - & combine feedback with instruction
- There are high expectations for student learning
- Incentives and rewards are used to promote excellence
- Personal interactions between teachers and students are positive

MU-PBS, Tim Lewis

## *Promoting Positive & Effective Learning Environments*
## Classroom Checklist
(Lewis)

<u>**Instruction**</u>

_____ Advanced organizers given

_____ Specific explanations and clear instructions given

_____ Lesson well paced

_____ Student attention maintained throughout lesson

_____ Opportunity for student practice

_____ Frequent and detailed positive feedback given to students

_____ Appropriate error correction and review strategies employed

<u>**Classroom Management**</u>

_____ Precorrects given

_____ Active positive interactions with students

_____ Positive feedback given to students

_____ Smooth transitions between lessons/activities

_____ Differential reinforcement used appropriately

_____ Non-Instructional time is kept to a minimum

_____ Positive, predictable, orderly learning environment maintained

_____ Classroom rules posted and enforced consistently and equitably

_____ Individual behavior change strategies implemented appropriately

MU-PBS, Tim Lewis

# How a Classroom's Atmosphere and Climate Can Impact Bullying Behaviors

by Cheryl Axley
Review 360 Behavior Matters Newsletter, September 15, 2014

Most of us have had professional development on understanding, recognizing, preventing, and responding to bullying behaviors. School districts have established policies and campus codes of conduct including language that addresses bullying specifically. Students have typically participated in anti-bullying lessons, initiatives, and campaigns.  Yet much to our dismay, the bullying behaviors still occur – some overtly, others covertly – both on and off campus, but all bullying behaviors impact the teaching and learning, relationships, interactions, and environments on campus.  While the task to eradicate these behaviors and teach academics at the same time can be daunting and time consuming, educators must still work to protect students from these behaviors and help them learn skills to strengthen their resilience and be able to overcome any negative short- or long-term effects that might result from being a bully or its victim. The classroom atmosphere and climate can play a critical role in teaching students skills that promote empathy, caring, and respect for one another that they will need for healthy psychological and emotional development and successful learning into adulthood.  Teachers can make small, but deliberate, changes in their classrooms to foster an environment that promotes these characteristics. They include:

- **Create a nurturing environment.** The classroom should be a warm, inviting setting where students feel comfortable and welcome. Modeling appropriate language, volume, and tone free of sarcasm and negative acknowledgements models good communication skills for the students. The students must witness every day the way they should be treated and treat others. When students are treated fairly and justly, they will behave similarly toward others and be quicker to point out injustices they witness.
- **Set clear expectations for behavior and language and then enforce them.** Respect for self and others should be a guiding principle. Being consistent and fair shows students that no one will be mistreated in the classroom and everyone is held to the same standards for behavior. Consequences should be the same regardless of the students involved and escalated based on the student code of conduct/policy guidelines, not arbitrarily or situational.
- **Structure the learning environment.** The classroom should be arranged so that the teacher is able to move about the room comfortably to stay in close proximity to students to monitor behavior. The room should also be arranged in a way that allows students to work and move without compromising one another's workspace.
- **Get to know your students.** It is important to learn students' names and use them when greeting or calling on students in class. Students typically like to have their names acknowledged in the common areas and at school events, even using familiar nicknames is appropriate. Let students know you care about them and their success. Keep informed of the "social order" of the school and the various recognizable groups. You can use personal interest inventories to learn more about your students and incorporate those interests into lessons. Additionally, a survey of their preferences for reinforcements will

help you improve your use of them.

- **Actively engage all students in respectful interactions.** It is good to change student partners or groups often enough to allow students to interact with a mixture of classmates. A community of learners is also established with cooperative group and teamwork activities and projects. Students who demonstrate empathy and caring for others should be acknowledged and reinforced.  Empathy is reinforced when you provide opportunities for students to assist others. Time should be taken to teach and reinforce the processing and emotional skills that form the basics of knowing and feeling what's right and what's wrong so students naturally desire to do the right thing.

- **Encourage active school engagement.** It is important to show interests in school related activities and students' personal interests both inside and outside the classroom. More students will become active in school activities if you seek out students to partner with reluctant or isolated students. You can work with the administrative team to ensure there is a variety of activities for students to participate in that don't require specific levels of academics, physicality, or specialized talents. The greater a child feels membership to the school, the less likely he or she will be bullied as they will have developed friendships and connections with other students.

- **Involve parents.** When problems arise, it is important to seek solutions and input from parents. Parents can inform you of issues occurring outside the school that are filtering into your classroom and causing behavioral problems. It is also important to provide more opportunities for parents to volunteer and attend school events, meetings, and training sessions. The behavioral expectations should be communicated in a clear and concise format with consequences for non-compliance detailed for parents.

- **Ensure your classroom procedures are taught and reinforced.** When students know what to do, they are more likely to do it. Problems arise when students are moving about the room and making contact with each other in ways that did not need to occur. When procedures and processes are clearly defined, most students will comply.

- **Plan activities that allow students to give to others.** Canned good drives, winter coat collections, cards for a nursing home, or writing stories for younger students can all be incorporated into academic lessons and will further provide students with a sense of empathy and contribution to others.

- **Be the trusted adult students seek out for help.** You can maintain a professional demeanor and still be someone students turn to when they are troubled by bullying or other issues. Teachers are usually quick to recognize when "something is going on," but the student isn't talking about it. Find words that might coax the student to share what's going on so the bullying can stop and healing can begin.

Positive, nurturing climates that foster academic and behavioral success are contingent on the relationships and connections students have with one another, with the teachers, and with the school. This is the key to ending the bullying cycle.

How a Classroom's Atmosphere and Climate Can Impact Bullying Behaviors
Article by Cheryl Axley
Activity

KEY IDEAS:

- ❖ School districts have professional development and established policies.  Students have typically participated in anti-bullying lessons, initiatives, and campaigns.  Yet bullying behaviors still occur, overtly and covertly, impacting the teaching and learning, relationships, interactions, and environments on campus.
- ❖ The classroom atmosphere and climate can play a **critical role** in teaching students skills that promote empathy, caring, and respect for one another that they will need for healthy psychological and emotional development and successful learning into adulthood.
- ❖ Teachers can make small, but deliberate, changes in their classrooms to foster an environment that promotes these characteristics.
- ❖ Positive, nurturing climates that foster academic and behavioral success are contingent on the relationships and connections students have with one another, with the teachers, and with the school. **This is the key to ending the bullying cycle.**

Activity **before** Great 8 Training – Classroom Effective Practices:  write below each of the bullet points indicating how your school site fosters the environment characteristic in all classrooms.

**After** the Great 8 Training: write below each of the bullet points new ideas your team has learned to foster the environment characteristics in all classrooms.

- • **Create a nurturing environment.** The classroom should be a warm, inviting setting where students feel comfortable and welcome. Modeling appropriate language, volume, and tone free of sarcasm and negative acknowledgements models good communication skills for the students. The students must witness every day the way they should be treated and treat others. When students are treated fairly and justly, they will behave similarly toward others and be quicker to point out injustices they witness.
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  **After:**
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- • **Set clear expectations for behavior and language and then enforce them.** Respect for self and others should be a guiding principle. Being consistent and fair shows students that no one will be mistreated in the classroom and everyone is held to the same standards for behavior. Consequences should be the same regardless of the students involved and escalated based on the student code of conduct/policy guidelines, not arbitrarily or situational.
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- **Structure the learning environment.** The classroom should be arranged so that the teacher is able to move about the room comfortably to stay in close proximity to students to monitor behavior. The room should also be arranged in a way that allows students to work and move without compromising one another's workspace.

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- **Get to know your students.** It is important to learn students' names and use them when greeting or calling on students in class. Students typically like to have their names acknowledged in the common areas and at school events, even using familiar nicknames is appropriate. Let students know you care about them and their success. Keep informed of the "social order" of the school and the various recognizable groups. You can use personal interest inventories to learn more about your students and incorporate those interests into lessons. Additionally, a survey of their preferences for reinforcements will help you improve your use of them.

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- **Actively engage all students in respectful interactions.** It is good to change student partners or groups often enough to allow students to interact with a mixture of classmates. A community of learners is also established with cooperative group and teamwork activities and projects. Students who demonstrate empathy and caring for others should be acknowledged and reinforced. Empathy is reinforced when you provide opportunities for students to assist others. Time should be taken to teach and reinforce the processing and emotional skills that form the basics of knowing and feeling what's right and what's wrong so students naturally desire to do the right thing.

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**After:**

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- **Encourage active school engagement.** It is important to show interests in school related activities and students' personal interests both inside and outside the classroom. More students will become active in school activities if you seek out students to partner with reluctant or isolated students. You can work with the administrative team to ensure there is a variety of activities for students to participate in that don't require specific levels of academics, physicality, or specialized talents. The greater a child feels membership to the school, the less likely he or she will be bullied as they will have developed friendships and connections with other students.
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- **Involve parents.** When problems arise, it is important to seek solutions and input from parents. Parents can inform you of issues occurring outside the school that are filtering into your classroom and causing behavioral problems. It is also important to provide more opportunities for parents to volunteer and attend school events, meetings, and training sessions. The behavioral expectations should be communicated in a clear and concise format with consequences for non-compliance detailed for parents.
  **Before:**

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  **After:**

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- **Ensure your classroom procedures are taught and reinforced.** When students know what to do, they are more likely to do it. Problems arise when students are moving about the room and making contact with each other in ways that did not need to occur. When procedures and processes are clearly defined, most students will comply.

  **Before:**

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  **After:**

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- **Plan activities that allow students to give to others.** Canned good drives, winter coat collections, cards for a nursing home, or writing stories for younger students can all be incorporated into academic lessons and will further provide students with a sense of empathy and contribution to others.

  **Before:**

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  **After:**

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  **Before:**

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  _____
  _____
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  **After:**

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# Resources

Newcomer, L. (2007, 2008, 2012). *Positive Behavior Support in the Classroom*. Unpublished presentation.

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D. & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for Research to practice. *Education and Treatment of Children*, 31(3), pp. 351-380.

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## Other Supports

http://opi.mt.gov/Programs/Schoolprograms/MBI/index

http://pbismissouri.org/class.html

http://www.pbis.org

http://pbismaryland.org

http://www.hankbohanon.net

http://vimeo.com/groups/pbisvideos

http://iris.peabody.vanderbilt.edu/resources.html